

co-operation as examiners, and in some instances, by acting on school committees.

These, and professors in colleges, male and female, reposing a confidence for which I am grateful, have tried to strengthen my hands, and I have felt proud of the fact that since my term of office began, common schools have enlisted interest and received respect in *every* male college, and nearly every female one in the State, and from the conventions of both political parties. Such influences are lasting and pervading; they must in time give a new tone to every society, and it is not one of our least misfortunes, that heretofore college professors and college students, as well as a large class of intelligent people, were either indifferent to common schools, or treated them with actual contempt. The system cannot flourish with such divisions in society—and surely that act was not in vain which by its simple passage and the effort to make it useful, cut up this great evil by the roots, clothing the whole system of common schools with new importance in the eyes of a large, influential class who operate on public opinion as leading members, male and female of society, and enlisting all political parties in their cause.

Time would fail me to go into a full detail of all the correspondence of my office on this subject—of the observation of things here and abroad, and of the various legitimate appliances used to correct prejudices, and produce lasting impressions, &c. Suffice it to say, I have totally neglected all efforts at ambitious display of the man, by a useless parade that might give popularity to the *person* in office—and tried hard to rally to the *office*, silently and surely, the influential elements of our whole society, high and low, to bring them to bear on the really sensitive and vital points of our system of schools. In my humble judgment, this is the way to work, and while exertions in this way may excite no outside remark, if properly and perseveringly directed, they may operate